

DOCUMENT RESUME

ED 339 077

EA 023 373

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TITLE A Plan To Reorganize the Division of Curriculum and Instruction.
INSTITUTION Charleston County School District, SC. Div. of Curriculum and Instruction.
PUB DATE 88
NOTE 37p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrative Organization; *Cost Effectiveness; *Curriculum Development; Elementary Secondary Education; Instructional Development; *Job Analysis; *Program Administration; *Program Costs; Salaries; School Personnel
IDENTIFIERS *Charleston County School District SC

ABSTRACT

At the direction of the Superintendent of Schools of the Charleston County School District (South Carolina), the organizational structure and staff of the District's Division of Curriculum and Instruction was analyzed. The analysis was to focus on the assessment of organizational effectiveness in providing adequate support services, describe personnel responsibilities, and provide suggestions for improving cost-effectiveness. The analysis is organized around three areas: reexamination, redefinition, and reorganization. It is concluded that the proposed plan for reorganization will have such educational, organizational, and financial impacts as the following: (1) added instructional support for building level instructional leaders; (2) increased accountability for student performance; (3) redirected responsibilities for curricular and instructional supervisors; and (4) increased cost savings in the general operating fund. Organizational charts, personnel and financial summaries, and job descriptions are included. (LMI)

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ED389077

A PLAN
TO REORGANIZE
THE DIVISION OF
CURRICULUM AND INSTRUCTION
1988

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EA 023 373

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Division of Curriculum and Instruction
Charleston, South Carolina**

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PREFACE

At the direction of the Superintendent of Schools the Deputy Superintendent was charged with the task of analyzing the organizational structure and staffing within the Division of Curriculum and Instruction. The organizational analysis was to focus on the assessment of the effectiveness of the organization in providing adequate support services to schools and school personnel and consequently, to the functional responsibilities that have been assigned to the division personnel. Furthermore, the Superintendent more clearly defined the task as determining how the division can be "streamlined" in order to be as cost effective as possible while still providing the necessary curricular and instructional services that are required by the state of South Carolina's Defined Minimum Program, the Education Improvement Act and the standards and expectations of the Charleston County Board of Trustees and the community at large.

RATIONALE

In the Charleston County School District over the last decade we have seen a number of school improvement efforts that have reshaped our thinking and our educational priorities. Specifically, we have seen a change in promotion standards, a modification in curriculum course offerings, an emphasis on student outcome and student productivity, and finally, a clear demand for not only more educational efficiency, but also more cost effectiveness. In light of this, it is appropriate at this point to conduct an organizational analysis of the current structure of the Division of Curriculum and Instruction to best meet these priorities.

The analysis is organized in three parts: reexamination, redefinition, and reorganization. To begin the study there was a reexamination of the organization as it currently exists in the Division of Curriculum and Instruction, specifically, to reexamine the priorities and goals of the organization to best serve the school system with reference to new promotion standards, curriculum priorities, educational efficiency, orientation to outcomes or production of student learning and cost effectiveness.

Organizational analysts suggest that one of the functions of any organization is to solve problems, to receive information, to process it and to react to it by preparing suitable plans of action. These organizational theorists summarize educational outputs as being multiple and often difficult to specify, but generally they accept the fact if one had to stipulate a single preeminent goal for the schools it would likely be the successful instruction of students or the production of student learning. The purpose of the organization, therefore, is to facilitate a set of activities performed by individuals for the purpose of achieving these specific objectives, control and coordination is essential. This notion, proposed by Max Weber in his classical model of organizations, has certainly passed the test of time. Recent studies of successful organizations conducted by Peters and Waterman, In Search of Excellence, reaffirm that lessons learned from America's best run companies are certainly relevant to successful educational organizations as well. In short, we can learn from the experiences of the classical organizational theorists as well as the lessons from America's best run companies, at the same time remembering some common sense, "if it ain't broke don't fix it." These lessons have been applied as the division undertook the reorganization effort.

REEXAMINATION

During the current year individuals within the Division of Instruction have reexamined the roles and functions of the division in light of the priorities and the goals that have been established districtwide. In short, the task was to determine how the organization can best adapt to better meet the expectations of the educational system. Based on this analysis we suggest an organizational model that is not only sound in organizational theory, but based on a solid foundation of serving the multiple facets of the educational institution.

ORGANIZATIONAL PREMISES

Let me begin by developing several organizational theories on which the redefinition of the organization has been founded. First of all, span of control. In the organization, as it currently exists, individuals within the division have a wide span of control which leads to a lack of efficiency, and have too many people responsible to them. This structure also leads to a breakdown of communication, which impedes collaborative planning. Therefore, it is not the most efficient system both in terms of communication and coordination of efforts. A good rule of thumb in organizational theories is that a manager or supervisor should be responsible for no more than six separate activities or functions or, more specifically, individuals should not be responsible for more than three to five individuals. In most educational organizations we would find supervisors responsible for far more individuals and activities than would be reasonable to expect. This wide span of control, whether it be curriculum or instruction, results in a lack of efficiency and effectiveness in terms of implementing the curricular instructional delivery system of a school organization.

Secondly, it is agreed that people within an organization must be knowledgeable about to whom they report and for what. The more diverse and broad based the functions of the organization are, the less clearly defined it becomes who reports to whom and for what. Again, in educational organizations, particularly those in the process of change, functions begin to change and with that responsibilities begin to change as well. It is essential, periodically, to review the organizational pattern either to reaffirm who reports to whom and for what or to change the structure so that the organizational structure reflects clear understanding of each individual's responsibility.

A third point is that periodically organizational structures must be reviewed to determine if people are in the correct positions with the right skills to complete the assigned tasks or events that are involved with that position. Often in educational organizations people emerge or move through the organization, and we find that we have people in positions who do not have the appropriate skills, training or background to continue to work in the new demands of the position. The skills, knowledge and background that were required at one point in time may very well be inadequate for the changing needs of the organization. It is essential, therefore, that positions are systematically reviewed to ascertain if an appropriate match exists between people and positions. If not, we must seek to reorganize for more effectiveness.

Fourthly, we are seeing a greater emphasis on local control. We are bringing together individuals at the local level to work collaboratively toward school improvement efforts; to provide for a sense of identity and belonging to something important and to develop the pride that emerges through collaborative and shared decision making that comes from empowering teachers and principals with major instructional responsibilities.

Finally, organizational structures are not static. Institutions must remain flexible and be able to change as the needs and priorities of the school system have also been modified.

EDUCATIONAL PREMISES

The Division of Curriculum and Instruction exists to serve the multiple needs of the larger institution - the Charleston County School District. Therefore, one must reaffirm the school district's educational priorities in order to assure that the division can be most appropriately organized to meet the changing demands.

With the organizational theory as a framework we can now reexamine the organization and its ability to meet its primary function: to serve the needs of the educational institution. Some of the influences that determine the role and function of the division are highlighted below:

•**Teacher Effectiveness:** An emphasis on teachers' abilities to offer instructionally effective classes where teachers are maximizing their skills and abilities to provide an optimum learning environment where students are effectively on task and learning through multiple learning modalities.

•**Accountability:** A clearly stated priority that students' learning will be measured on a regular basis to ascertain learning outcomes and to hold teachers and students responsible for continued improvement and mastery of subject matter and basic skills.

•**Promotion Standards:** The relatively new promotion standards have clearly defined academic standards and have raised the expectations for students and the entire school system.

•**Core Curriculum:** An improved effort to provide a solid curriculum of basic skills and increased emphasis on the acquisition of skills in the fundamental curricula of language arts, mathematics, science, social studies, foreign language and the fine and applied arts.

•**State Mandates:** The increased role of state agencies in determining the expectations of local school districts. Defined minimum program guidelines, EIA regulations, standardized tests and clearly stated expectations for local school districts and individual schools.

•**Mandates of 94-142:** The expanded services required under Public Law 94-142 give cause to reexamine how special education resources, human and financial, are deployed to provide cost effective services while complying with federal requirements.

•**Cost Effectiveness:** As budgets continue to rise the county has reached a point where it can no longer absorb the tax increases. When this occurs it is incumbent upon educational leaders to reexamine costs to provide the most cost effective and educationally efficient system as possible.

•**School Based Management:** A commitment to provide support for the instructional leadership at the building level through the direction of the building principal. To assist principals working with staff and parents in school improvement efforts in instructional and curricular matters.

Considering both organizational theory and these influences which have impacted our institution (for the better) it has become evident that the Division of Curriculum and Instruction should redefine its mission in order to better serve the institution and facilitate the needs of the larger organization.

REDEFINITION

The plan to reorganize the Division of Curriculum and Instruction as outlined in this report, accomplishes six primary purposes.

1. TO REDEFINE ADMINISTRATIVE ROLES AND FUNCTIONS: to better meet the needs of the school system we have redefined the organization to include three specific job responsibilities. These positions include coordinator, supervisor and consultant. First, coordinator functions have been clearly defined to provide coordinated management among various disciplines, grade levels and tasks. Second, supervisors have been designated to provide specialized expertise in specific curricular areas or instructional delivery systems. Finally, consultants have been redefined to indicate an individual who has a specific expertise in a particular project or discipline that receives funding from an outside source. In this way coordinators are placed in positions with particular management skills and the ability to lead multiple functions. They have expertise in more than one area. On the other hand supervisors have very special experiences and training that can provide the expertise necessary in a specialized area. Generic role descriptions and specific function descriptions are seen in section 2 of this report.

2. TO PROVIDE A CLEAR ARTICULATION AMONG VARIOUS SUBJECT AREAS AND GRADE LEVELS and to oversee the coordinated efforts of subject areas in order to provide a more solid academic foundation and interdisciplinary effort. For example, reading, writing and computing across the curriculum can be best served when there is collaborative planning among curriculum specialists across disciplines and grade level lines. In this way a K-12 curriculum scope and sequence can become more effective and more clearly understood. The assignment of coordinators to cluster activities will serve that purpose.

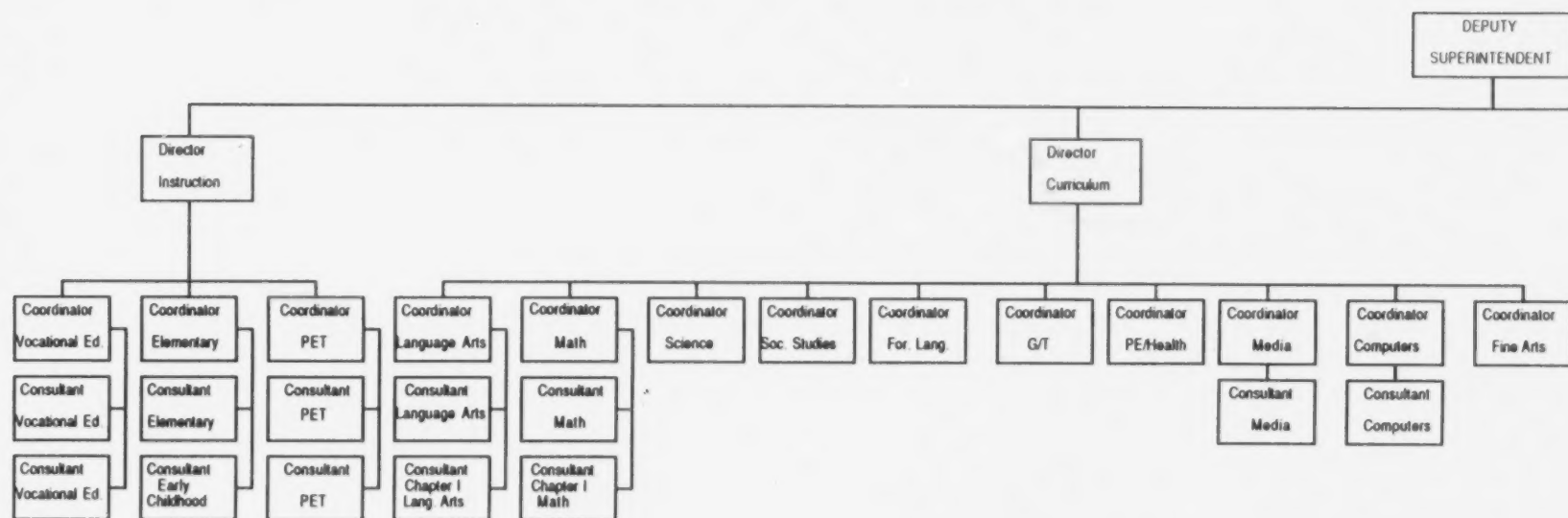
3. TO DEVELOP A COOPERATIVE RELATIONSHIP BETWEEN THE CURRICULUM - "THE WHAT WE TEACH" AND THE INSTRUCTION - "THE HOW WE TEACH." The reduction of numbers of coordinators will help to provide a closer cooperative relationship between curriculum and instruction. The collaborative efforts will enhance both curriculum articulation and a coordinated instructional delivery system.

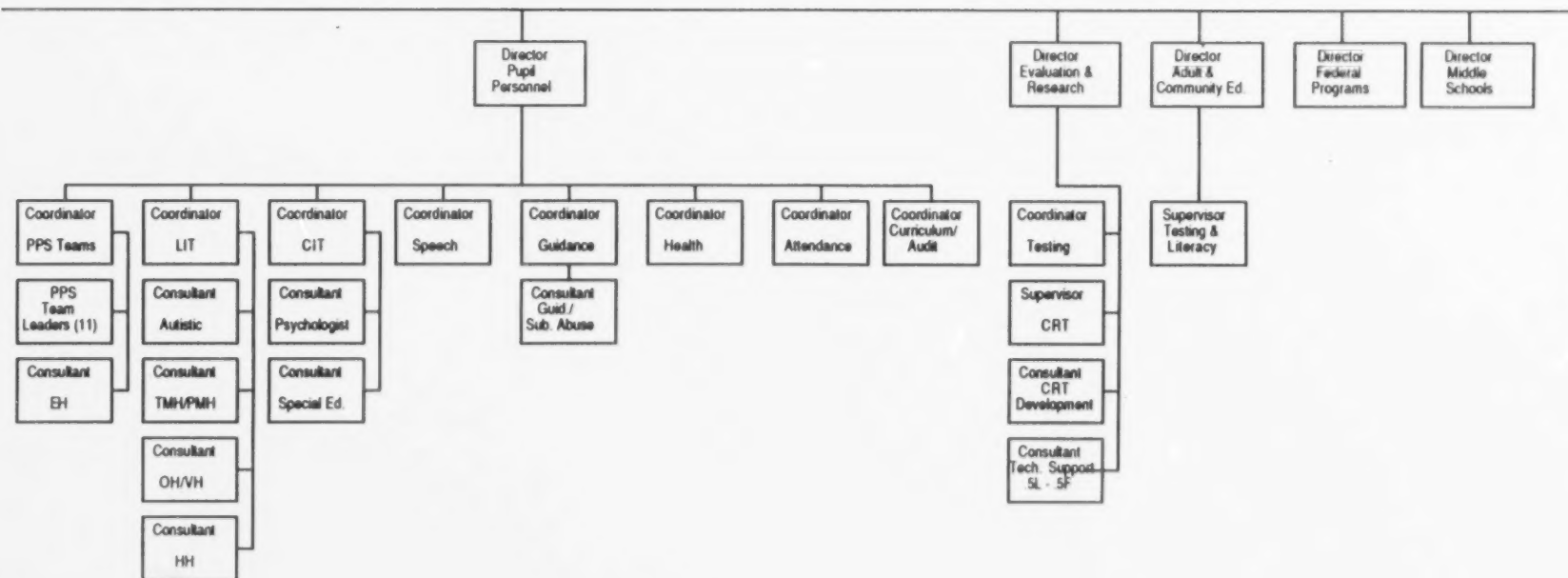
4. TO PROVIDE MORE SUPPORT TO THE LOCAL SCHOOL LEVEL IMPROVEMENT PROJECTS. Supervisors and consultants who will have reduced functions in administrative tasks will be expected to spend increased time and energy at the building level. Both coordinators and supervisors will be providing the expertise to assist the building principal to assume a larger role as instructional leader. Administrators from the Division of Instruction will be available to assist the principal in reaching a higher level of success in this endeavor.

5. TO COORDINATE THE MULTIPLE SERVICES THAT ARE PROVIDED TO STUDENTS WHO HAVE BEEN IDENTIFIED AS SPECIAL NEEDS STUDENTS. The coordinated efforts can provide more effective use of resources while attending to minimal requirements and maximum cost saving measures.

6. TO IMPROVE OVERALL EFFICIENCY AND EFFECTIVENESS WITHIN THE DIVISION
BY:

- More cost effective use of Chapter I, P. L. 94-142, and state funding sources as it relates to funding of more positions through these sources.
- Reassigning the comprehensive health curriculum to the science specialist who will have the expertise to integrate the new curriculum K-12.
- Integrating Chapter I as a significant and necessary instructional strategy to assist students in remediating their learning deficiencies. To incorporate Chapter I into the total instructional delivery system and to provide improved assistance to students and teachers.
- Incorporating Program for Effective Teaching as an integral component of an overall program for developing instructionally effective schools where PET is but one component of a multiple approach to the continuous emphasis on instructional strategies. In addition, to coordinate effective teaching plans with appropriate grade level curricula.

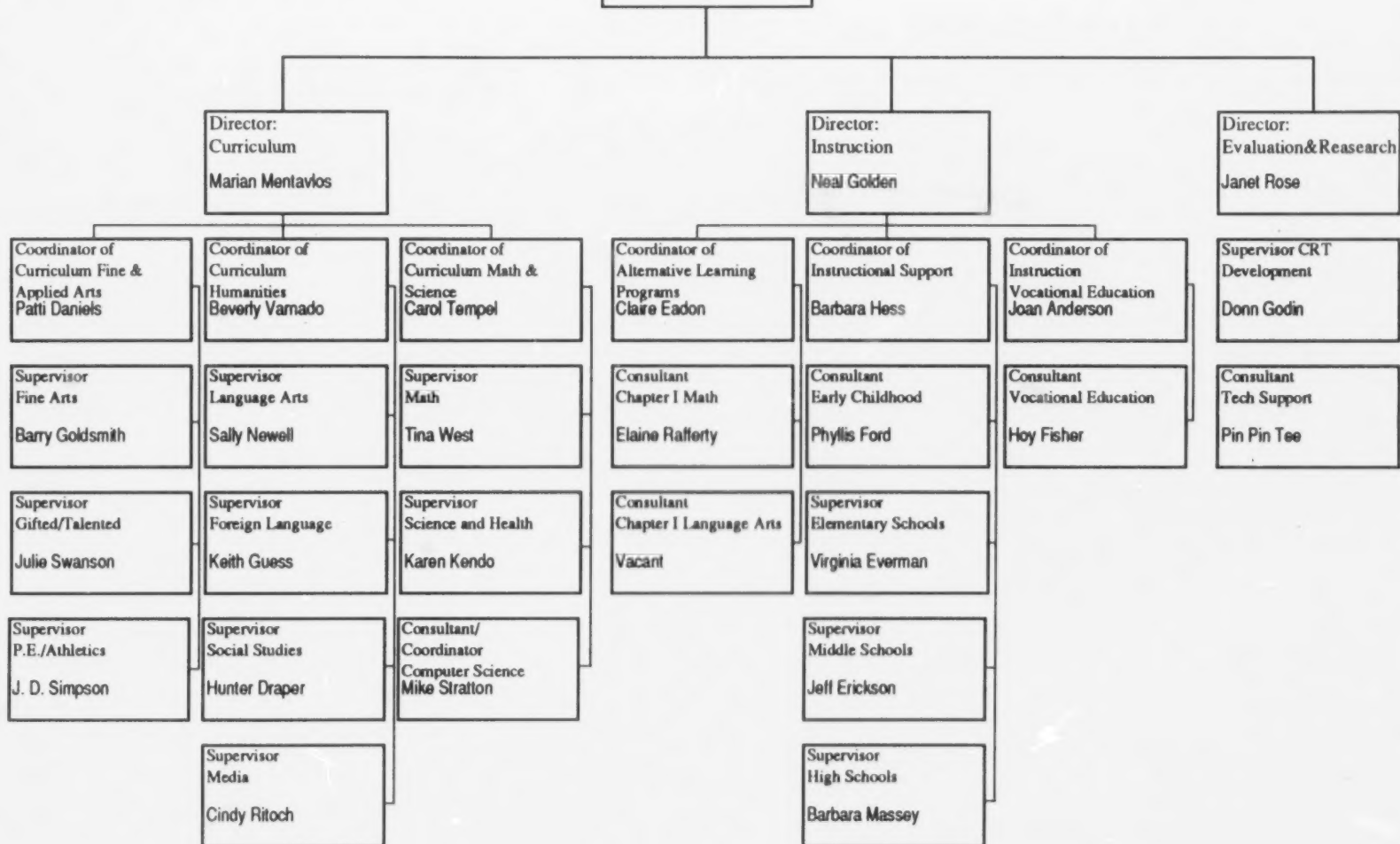




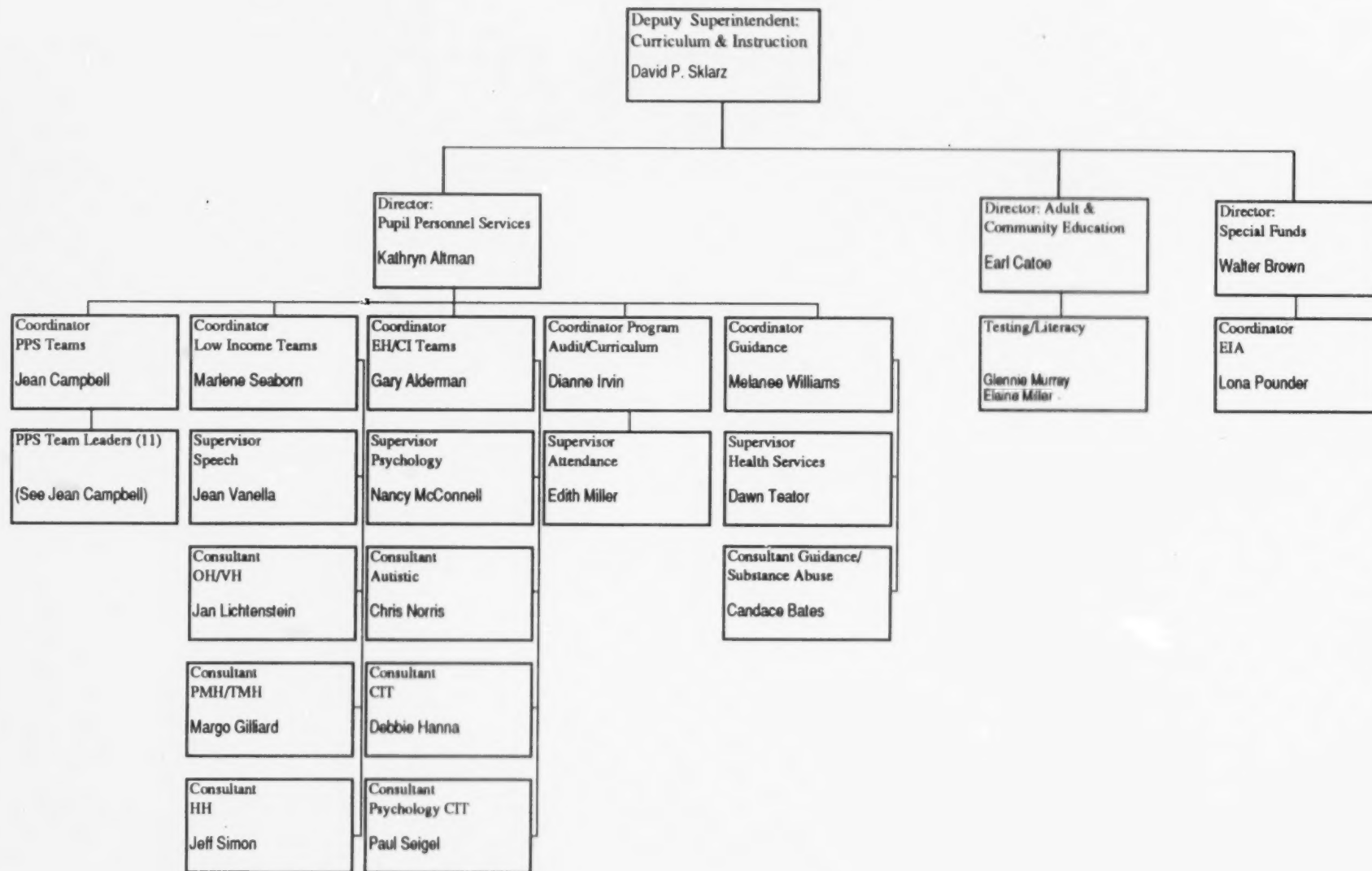
**Division of Curriculum and Instruction
Organizational Chart 1989-90**

Deputy Superintendent:
Curriculum & Instruction
David P. Sklarz

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**F—Funding source other
than local funds**



**DIVISION OF CURRICULUM AND INSTRUCTION
REORGANIZATION - PERSONNEL & COST SUMMARIES
LOCAL FUNDING**

FY 89		FY89		FY89	
CURRENT FY 88 ORGANIZATION		REORGANIZATION (CURRENT PERSONNEL)		REORGANIZATION (NEW PERSONNEL (SALARY BASED ON MEAN)	
POSITIONS	COST	POSITIONS	COST	POSITIONS	COST
Director-Middle Schools	46,964	Eliminated		Eliminated	
Secretary - Middle	10,500	Eliminated		Eliminated	
Coordinator - Lang. Arts	43,294	Supervisor-Lang. Arts	42,157	Supervisor-Lang. Arts	36,866
Coordinator-For. Lang.	38,,088	Supervisor-For. Lang.	37,004	Supervisor-For. Lang.	36,866
New Position		Coordinator-Humanities	41,057	Coordinator-Humanities	41,057
Coordinator-Math	43,821	Supervisor-Math	42,672	Supervisor-Math	36,866
Coordinator-Science	38,759	Supervisor-Science	37,731	Supervisor-Science	36,866
New Position		Coordinator-Math & Sci.	41,057	Coordinator Math & Sci.	41,057
Coordinator-Soc. Stud.	41,060	Supervisor-Soc. Stud.	39,977	Supervisor Soc. Studies	36,866
Coordinator-Media	39,179	Supervisor-Media	36,866	Supervisor-Media	36,866
Coordinator-Fine Arts	38,404	Supervisor-Fine Arts	36,866	Supervisor-Fine Arts	36,866
Coordinator PE	37,918	Supervisor PE	36,910	Supervisor PE	36,866
Coordinator G/T	40,662	Supervisor-G/T	39,588	Supervisor-G/T	36,866
New Position		Coordinator-Fine & Applied Arts	41,057	Coordinator-Fine & Applied Arts	41,057
Coordinator-Elem. Ed.	41,978	Supervisor-Elem. Instr.	40,873	Supervisor-Elem. Instr.	36,866
Coordinator-PET	38,016	Eliminated		Eliminated	
Coordinator-Voc. Ed.	41,767	Coordinator-Voc. Ed.	41,767	Coordinator-Voc. Ed.	41,057
New Position		Coordinator-Instructional Support - .5	20,529	Coordinator-Instructional Support - .5	20,529
Coordinator-Prog.. Audit	38,440	Coordinator-Prog. Audit	38,440	Coordinator-Prog.. Audit	38,611
Coordinator-Speech	33,982	Supervisor-Speech	33,069	Supervisor-Speech	33,792
Coordinator-Attendance	38,649	Supervisor-Attendance	37,623	Supervisor-Attendance	36,866
Coordinator-Guidance	38,015	Coordinator-Guidance	38,015	Coordinator-Guidance	38,611
Coordinator-CIT	40,451	Eliminated		Eliminated	
Coordinator-LIT	42,605	Coordinator-LIT	42,605	Coordinator-LIT	41,057
Coordinator-PPS Teams	42,259	Coordinator-PPS Teams	42,2,59	Coordinator-PPS Teams	41,057

Coordinator-Testing	41,079	Coordinator-Testing	41,079	Coordinator-Testing	38,611
Coordinator-Health	34,559	Supervisor-Health	33,632	Supervisor-Health	36,866
New Position		Supervisor-Psych. Ser.	36,866	Supervisor-Psych. Ser.	36,866
Consultant-English	36,928	Eliminated	0	Eliminated	0
Consultant-Math	36,295	Eliminated	0	Eliminated	0
Consultant-Media	33,931	Eliminated	0	Eliminated	0
Consultant-Elem.	35,556	Eliminated	0	Eliminated	0
Consultant-PET	30,466	Eliminated	0	Eliminated	0
Consultant-PET	29,913	Eliminated	0	Eliminated	0
Consultant-Voc. Ed.	36,096	Eliminated	0	Eliminated	0
Consultant-Guidance	34,970	Moved to Non-Local Funding		Moved to Non-Local Funding	
Consultant-CRT	38,523	Supervisor-CRT	38,523	Supervisor-CRT	36,866
New Position		Supervisor-Mid. Sch. Instr.	36,866	Supervisor-Mid. Sch. Instr.	36,866
New Position		Supervisor-High Sch. Instr.	36,866	Supervisor-High Sch. Instr.	36,866
Consultant-Tech. Sup. .5	18,706	Supervisor-Tech. Sup. .5	18,706	Supervisor-Tech. Sup. .5	18,433
PPS Team Leaders (7)	267,429	PPS Team Leaders (6) (5 Psych., 1 Cons.)	227,469	PPS Team Leaders (6)	221,196
Consultant-PMH/TMH	34,044	Moved to Non-Local Funding	0	Moved to Non-Local Funding	0
Psychologists (7)	244,145	Psychologists (7)	244,145	Psychologists (7)	228,520
Consultant-Special Ed.	30,069	Supervisor-Special Ed.	30,069	Supervisor-Special Ed.	30,655
Consultants-Attendance (5)	135,608	Supervisors-Attendance (5)	135,608	Supervisors-Attendance (5)	156,062
TOTALS	1,933,128		1,687,951		1,661,218

**DIVISION OF CURRICULUM AND INSTRUCTION
REORGANIZATION - PERSONNEL & COST SUMMARIES
NON-LOCAL FUNDING SOURCES**

FY 89		FY89		FY89	
CURRENT FY 88 ORGANIZATION		REORGANIZATION (CURRENT PERSONNEL)		REORGANIZATION (NEW PERSONNEL (SALARY BASED ON MEAN)	
POSITIONS	COST	POSITIONS	COST	POSITIONS	COST
Coordinator-Computer	36,438	Consultant/Sup.-Computer	35,466	Consult./Sup.Computer	36,866
Consultant-Computer	33,720	Consultant-Computer	33,720	Consultant-Computer	33,442
New Position		Coordinator-ALP	41,057	Coordinator-ALP	41,057
New Position		Coordinator-EH/CIT	41,057	Coordinator-EH/CIT	41,057
Consultant-E. Childhood	37,468	Consultant-E Childhood	37,468	Consultant-E. Childhood	36,866
Consultant-Voc. Ed.	36,202	Consultant-Voc. Ed.	36,202	Consultant-Voc. Ed.	36,866
Consultant-CRT	36,295	Consultant-CRT	36,295	Consultant-CRT	36,866
Consultant-Tech.Sup.	18,706	Consultant-Tech. Sup.	18,208	Consultant-Tech. Sup.	18,433
New Position		Consultant-EIA	36,866	Consultant-EIA	36,866
Consultants I-Chap. I (9)	262,196	Consultants I-Chap. I (9)	262,196	Consultants I-Chap. I (9)	300,978
Consultants II-Chapt.. I (2)	75,576	Consultants II-Chap. I (2)	75,576	Consultants II-Chapt.. I (2)	73,732
PPS Team Leaders (4)	147,129	PPS Team Leaders (5) (1 Psych., 4 Cons.)	187,089	PPS Team Leaders (5)	184,330
Consultant-OH/VH	37,950	Consultant-OH/VH	37,950	Consultant-OH/VH	36,866
Consultant-HH	32,833	Consultant-HH	32,833	Consultant-HH	36,866
Consultant-Autistic	35,891	Consultant-Autistic	35,891	Consultant-Autistic	36,866
Transferred		Consultant-PMH/TMH	32,044	Consultant-PMH/TMH	36,866
Consultant-EH	31,944	Eliminated		Eliminated	
Transferred		Consultant-Sub. Abuse	34,970	Consultant-Sub. Abuse	36,855
Consultant-CIT (1)	37,260	Consultant-CIT (1)	37,260	Consultant-CIT (1)	36,866
Psychologists (5)	139,023	Psychologists (5)	139,023	Psychologists (5)	170,634
Consultants-Spec. Ed. (4)	136,246	Consultants-Spec. Ed.	131,388	Consultants-Spec. Ed. (4)	133,768
TOTALS	1,134,877		1,322,559		1,402,957

PERSONNEL SUMMARY

DEPARTMENT	FY87						FY88						FY89					
	COORD.		CONSUL.		TOTAL		COORD.		CONSUL.		TOTAL		COORD.		SUPERVISOR		TOTAL	
	L	F	L	F	L	F	L	F	L	F	L	F	L	F	L	F	L	F
CURRICULUM	1	0	5	12	15	12	9	1	3	12	12	13	3	0	9	2	12	2
INSTRUCTION	4	0	5	2	9	2	3	0	4	2	7	2	1.5	1.5	3	13	4.5	14.5
E & R	1	0	1.5	1.5	2.5	1.5	1	0	1.5	1.5	2.5	1.5	1	0	1.5	1.5	2.5	1.5
PPS	8	0	10	12	18	12	8	0	10	12	18	12	4	1	11	14	15	15
PSYCH.			12	5	12	5			12	6	12	6			12	6	12	6
MIDDLE SCH.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ADULT ED.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FED. PROG.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
TOTALS	23	0	33.5	32.5	56.5	32.5	21	1	30.5	33.5	51.5	34.5	9.5	2.5	36.5	37.5	46	40

FINANCIAL SUMMARY

FY89 WITHOUT
REORGANIZATION

LOCAL: 1,933,128
NON-LOCAL FUNDING: 1,134,877

FY89 REORGANIZATION
WITH CURRENT PERSONNEL

LOCAL: 1,687,951
NON-LOCAL FUNDING: 1,322,559

REORGANIZATION
NEW PERSONNEL

LOCAL: 1,683,801
NON-LOCAL FUNDING: 1,366,091

GENERIC JOB FUNCTIONS

COORDINATOR

The position of coordinator has been redefined to better meet the needs and priorities of our educational system. The position will carry with it new responsibilities as it relates to managing and supervising multiple functions and personnel that transcend grade levels, academic disciplines or service delivery systems. These unique responsibilities will be consistent with a renewed emphasis on creating an organization which increases coordinated efforts of individuals within the organizational framework by forming clusters of professionals with shared responsibilities. This collaborative emphasis is designed to minimize the duplication of work effort leading to more cost effectiveness and educational efficiency thus cooperation and communication, but above all, coordination. By the nature of the position the individual assuming the role of coordinator will be expected to have advanced expertise and experience in several areas of the educational program with an advanced degree in at least one area (i.e. curriculum/grade levels). In addition, there will be a demonstrated ability to provide strong leadership in planning, supervision, evaluating and coordinating. Finally, the coordinator will have the human relation skills necessary to motivate those within their cluster as well as gain the confidence of the building level principal.

REPORTS TO: Director

SALARY: Commensurate with experience within Coordinator II salary.
Range: \$37,025 to \$45,088 Mean: \$41,057

SUPERVISOR

The position of supervisor has been designed to give greater emphasis and importance to the need for administrative leadership in specific areas of curriculum, instruction and pupil personnel services. The nature of the position within the organizational structure is designed to reduce the amount of time and energy spent on coordinating multiple tasks and functions and allowing this supervisor to devote maximum time to providing specific expertise in matters of curriculum and instruction. The supervisor will have a primary responsibility through which they will provide specific direction for program planning within a particular area of specialization. A primary responsibility of the specialist will be to assist principals and other building leaders to become more expert in particular areas of instructional leadership as they relate to subject matter, instructional delivery and pupil personnel services.

The supervisor will be required to possess a strong academic background associated with training and advanced study in an academic area of specialization and/or subject matter. This position will require that the individual has an ability to provide long term planning, evaluation design and experience in working with large and small groups in in-service activities.

REPORTS TO: Coordinator

SALARY: Commensurate with experience within the current Consultant II salary.
Range: \$33,524 to \$40,208 Mean: \$36,866

CONSULTANT

The position of consultant has been redefined within the reorganization to refer to any administrative position that is designed to provide specific expertise and assistance in a limited capacity and timeframe for a particular program project. The new position will refer only to individuals who are funded by an external agency other than the local budget. The consultant will provide teachers and administrators with professional expertise and assistance in better meeting the unique needs of the individuals. The position and job responsibilities of the consultant will be written into the project and/or grant proposal and will be funded through that source.

The consultant will be expected to have the experience, expertise and training to adequately assist teachers, students and administrators in meeting the goals and expectations as outlined in the project design.

REPORTS TO: Grant or project leader which may be a specialist, coordinator or director

SALARY: Commensurate with experience and salary range at either Consultant I or II salary.

Range: \$28,986 to \$37,898 Mean: \$33,442 (Consultant I)

Range: \$33,524 to \$40,208 Mean: \$36,866 (Consultant II)

COMPARISON OF CURRENT AND PROPOSED JOB RESPONSIBILITIES

COORDINATOR - FY88

Ensures compliance with laws, regulations, policies, etc.

Provides for and/or supervises staff development.

Attends Board meetings and makes presentations as requested

Keeps current on latest educational trends and acts accordingly.

Prepares correspondence.

Prepares administrative regulations

Develops long-range plans.

Serves as liaison of external consultants.

Prepares and monitors budget.

Prepares personnel actions.

Maintains records.

Represents school district.

Serves on Intra-Inter Division Committees.

Collects and analyzes information for report generation.

Manages multiple/extensive programs.

Conducts staff meetings.

Coordinates and conducts countywide meetings.

Performs other duties as assigned by director.

SUPERVISOR - FY88

Monitors compliance with laws, regulations and policies. Monitors in schools to ensure compliance.

Conducts meetings, workshops and training as identified.

Gathers information for Board of Trustees' meetings and other presentations.*

Keeps current on latest educational trends and prepares recommendations for appropriate coordinator.

Prepares correspondence.

Assists in the preparation of administration regulations.*

Works with the coordinator in the development of long term plans.*

Serves as liaison of external consultants.

Collaborates with coordinator in preparing and monitoring the budgets.*

Prepares personnel actions as requested by the coordinator.*

Maintains records.

Represents school district.

Serves on Intra-Inter Division committees.

Collects and analyzes information for report generation.

Manages assigned program(s).*

Attends staff meetings.*

Conducts countywide meetings.*

Plans and develops and/or implements curriculum or programs based on assessed needs.

Monitors effectiveness of curriculum or programs and provides written feedback to coordinator.

Provides school support team services to targeted schools.

Identifies needed support services in the assigned schools.

makes frequent school site visits to ensure curricular/instructional effectiveness.

Is available to assist building level instructional leaders upon request.

Performs other duties as assigned by coordinator.

FUNCTIONAL DESCRIPTIONS

Coordinator of Curriculum: Fine and Applied Arts

The coordinator of fine and applied arts will integrate the development of fine arts programs, gifted and talented programs and physical education and athletics programs. The coordinator will also collect and analyze data, analyze impact and make recommendations for program development and/or revisions. The coordinator will also be responsible for Storefront School, Academic Bowl, and the Exchange Club Fair.

Reports To: Director of Curriculum

Supervisor: Fine Arts

The fine arts supervisor will develop, implement and monitor fine arts curriculum and programs grades 1-12 including the artistically talented program.

Reports To: Coordinator of Fine and Applied Arts

Supervisor: Gifted and Talented

The gifted and talented supervisor will develop, implement and monitor this special curriculum, grades 1-12 and will supervise special activities such as Odyssey of the Mind and In Your Own Write.

Reports To: Coordinator of Fine and Applied Arts

Supervisor: Physical Education/Athletics/Driver Education

The supervisor of physical education/athletics will develop, implement and monitor curriculum, grades 1-12; supervise special activities (e.g., football, volleyball, soccer, jamborees, Sportsarama, etc.).

Reports To: Coordinator of Fine and Applied Arts

Coordinator of Curriculum: Humanities

The coordinator of humanities will integrate the development of disciplinary and interdisciplinary programs in the areas of English, social studies, foreign languages and media services. Emphasis will be placed on the interrelatedness of thinking skills (speaking and writing) to each of these academic areas. This coordinator will also be responsible for at-home instruction, textbook adoptions and districtwide speech, writing, foreign language and citizenship contests.

Reports To: Director of Curriculum

Supervisor: Language Arts

The language arts supervisor will develop and implement the language arts curriculum K-12 and provide leadership for activities such as the Lt. Governor's Writing Contest. Where applicable, the English supervisor will work collaboratively with supervisors in other disciplines to enhance horizontal and vertical articulation as well as interdisciplinary opportunities.

Reports To: Coordinator of Humanities

Supervisor: Social Studies

The social studies supervisor will develop and/or implement the social studies curriculum and programs K-12 and work collaboratively with supervisor in other disciplines where applicable.

Reports To: Coordinator of Humanities

Supervisor: Foreign Language

The foreign language supervisor will develop and implement the foreign language curriculum, 1-12, the ESL program and supervise programs (e.g., Foreign Language Camp, Declamation Contest, etc.). Where applicable, the foreign language supervisor will work collaboratively with supervisors in other disciplines.

Reports To: Coordinator of Humanities

Supervisor: Media

The media supervisor will provide support to all other disciplines in the areas of research and resources.

Reports To: Coordinator of Humanities

Coordinator of Curriculum: Math and Sciences

The coordinator of math and sciences will integrate the development of disciplinary and interdisciplinary programs in mathematics, science and computer science and ensure articulation and coordination among those disciplines. This person will also coordinate districtwide critical teaching needs courses and districtwide math and science competitions.

Reports To: Director of Curriculum

Supervisor: Mathematics

The mathematics supervisor will develop and implement the mathematics curriculum, K-12 and coordinate special programs (e.g., MATHCOUNTS, Math Fair, etc.). Where applicable, the mathematics supervisor will work collaboratively with supervisors in other disciplines to create interdisciplinary experiences.

Reports To: Coordinator of Math and Sciences

Supervisor: Science

The science supervisor will develop, implement and monitor the science and health curriculum, 1-12. Collaborative efforts with supervisors in other disciplines will be initiated when appropriate.

Reports To: Coordinator of Math and Sciences

Supervisor: Computer Science

The computer supervisor will develop, implement and monitor the computer curriculum, 1-12. The computer supervisor will also assist and support supervisors in other disciplines to achieve computer-assisted instructional support.

Reports To: Coordinator of Math and Sciences

Coordinator of Alternative Learning Programs

The coordinator of alternative learning programs will be responsible for integrating the instructional delivery system as it relates to the implementation of the curriculum in all Chapter I,

EIA Compensatory and Remedial Programs and all other alternative learning programs within the district.

Reports To: Director of Instruction

Consultant: Chapter I Language Arts

The consultant for Chapter I language arts will be responsible for instructional delivery. The consultant for language arts and Chapter I will determine the allocation of EIA funds with the inclusion of EIA/Chapter I dollars, maintain accurate Chapter I eligibility lists for all Chapter I schools, and write Chapter I reading activities. The consultant will follow the flow of monies to insure their application to intended activities. The consultant will make on-site visits to insure implementation of the Chapter I language arts curriculum and conduct appropriate in-service for appropriate instructional activities.

Reports To: Coordinator of Alternative Learning Programs

Consultant: Chapter I Math

The consultant for Chapter I math will be responsible for the instructional delivery system as it relates to the implementation of the curriculum in the Chapter I math programs. The consultant for Chapter I math will determine the allocation of EIA funds with the inclusion of EIA/Chapter I dollars, maintain accurate Chapter I eligibility lists for all Chapter I schools, construct Chapter I math budgets, and write Chapter I math activities. The consultant will follow the flow of monies to insure their application to intended activities. The consultant will make on-site visits to insure implementation of the Chapter I math curriculum and conduct appropriate in-service for appropriate instructional activities.

Reports To: Coordinator of Alternative Learning Programs

Coordinator of Instruction: Support

The coordinator of instruction will be responsible for integrating the efforts of the instructional delivery system as it relates to implementation of curriculum changes. The coordinator will review existing instructional strategies for effectiveness and, where appropriate, suggest alternative methods. A major focus will be on an integrated program for improved teaching.

Reports To: Director of Instruction

Supervisor: Early Childhood (CD, Pre-K, K, 1)

The supervisor for early childhood will be responsible for the instructional delivery system as it relates to the child development and kindergarten programs and first grade programs. The supervisor will devote part time to training in the Program for Effective Teaching at the appropriate grade level. The supervisor will be available to administrators and teachers, in a consulting, helping role. On-site visits will be made to insure implementation of appropriate curriculum. Budget responsibilities will include the EIA Child Development Budget.

Reports To: Coordinator of Instruction: Support

Supervisor: Elementary Instruction (2-5)

The supervisor for elementary instruction will be responsible for the instructional delivery system as it relates to the implementation of the curriculum in the elementary schools. The supervisor will devote part time to training in the Program for Effective Teaching at the appropriate grade level. The supervisor will conduct in-service programs, demonstrate new techniques and otherwise establish the groundwork for new programs and curricular changes in the elementary schools.

Reports To: Coordinator of Instruction: Support

Supervisor: Middle School Instruction (6-8)

The supervisor for middle school instruction will be responsible for the instructional delivery system as it relates to the implementation of the curriculum in the middle schools. The supervisor will devote part time to training in the Program for Effective Teaching at the appropriate grade level. The supervisor will conduct in-service programs, demonstrate new techniques and otherwise establish the groundwork for new programs and curricular changes in the middle schools. The supervisor will also assist in coordinating project BASIS.

Reports To: Coordinator of Instruction: Support

Supervisor: High School Instruction (9-12)

The supervisor for high school instruction will be responsible for the instructional delivery system as it relates to the implementation of the curriculum in the high schools. The supervisor will devote part time to training in the Program for Effective Teaching. The supervisor will conduct in-service programs, demonstrate new techniques and otherwise establish the groundwork for new programs and curricular changes in the high schools.

Reports To: Coordinator of Instruction: Support

Coordinator of Instruction: Vocational Education

The coordinator of vocational education will be responsible for developing and implementing the vocational education programs in the district. The coordinator will be responsive to community needs and inquiries pertaining to vocational education.

Reports To: Director of Instruction

Consultant: Vocational Education

The consultant for vocational education will be responsible for developing, implementing and monitoring multiple vocational programs in the district. The consultant will survey needs, conduct research, and assist in the development of new curricula and planned changes. The consultant will assist in the selection of appropriate materials and allocations of resources. The consultant will orient and review instructional staff through inservice training sessions.

Reports To: Coordinator of Instruction: Vocational Education

Coordinator of Pupil Personnel Services Teams

The coordinator of pupil personnel services teams supervises the eleven PPS team leaders and monitors the progress of the PPS multidisciplinary services in the eleven feeder systems. The services rendered include psychological, health, attendance, speech, and two special education areas: learning disabled and educable mentally handicapped.

Reports To: Director of Pupil Personnel Services

Team Leaders: Pupil Personnel Services

The eleven PPS team leaders supervise all central staff PPS team members assigned to their feeder team. Each team is responsible for giving PPS services to one high school with its feeder middle and elementary schools. Additionally, each team leader serves as either a special education consultant (or supervisor) or a psychologist.

Reports To: Coordinator of PPS Teams

Coordinator of Low Incidence Team

The coordinator of low incidence teams has overall responsibility for the delivery of services to handicapped students in the following special education areas: hearing handicapped, trainable mentally handicapped, profoundly mentally handicapped, orthopedically handicapped, visually handicapped and speech handicapped. This coordinator also integrates the efforts in pre-school handicapped programs and in the various related services.

Reports To: Director of Pupil Personnel Services

Supervisor: Speech

The speech supervisor is responsible for: coordinating in-service for speech clinicians; orienting new clinicians to their jobs; making recommendations to the PPS team coordinator and LIT team coordinator about placement of clinicians; assisting with hiring recommendations; assisting with recruiting for speech clinicians; conducting TAP evaluations of clinicians; coordinating child find efforts.

Reports To: Coordinator of Low Incidence Teams

Consultant: Orthopedically Handicapped and Visually Handicapped

The consultant for OH/VH has program responsibility for and supervises the teams for orthopedically handicapped and visually handicapped programs. This consultant supervises the work of related services personnel such as physical and occupational therapists, itinerant teachers, a brailist, orientation and mobility specialist, and a nurse.

Reports To: Coordinator of Low Incidence Teams

Consultant: Trainable Mentally Handicapped and Profoundly Mentally Handicapped

The TMH/PMH consultant has program responsibilities for the TMH/PMH team. This consultant supervises the work of related services personnel such as therapists, a nurse, a vocational itinerant teacher, and a psychologist.

Reports To: Coordinator of Low Incidence Teams

Consultant: Hearing Handicapped

The HH consultant has program responsibilities for the hard of hearing team. This consultant supervises related services personnel including itinerant teachers, interpreters, an audiologist.

Reports To: Coordinator of Low Incidence Teams

Coordinator of Emotionally Handicapped and Crisis Intervention Teams

The coordinator of the EH/CI Team is responsible for supervising programs for emotionally handicapped students, for crisis intervention efforts with EH students who cannot be maintained in their current school settings, for supervising the autistic program, and for supervision of the psychology supervisor.

Reports To: Director of Pupil Personnel Services

Supervisor: Psychology

The psychology supervisor is responsible for coordinating in-service for psychologists, keeping abreast of new developments in psychology, recruiting for psychologists, making recommendations about hiring, arranging for and monitoring contract testing, ordering and maintaining testing supplies, working with local and state personnel as new methods of evaluations and services are developed.

Reports To: Coordinator of EH/CI Team

Consultant: Autistic

The autistic consultant has program responsibility for and supervision of the autistic program. This consultant supervises related services personnel such as a therapist, a job coach, a speech clinician. Responsibilities include networking and training with the state mental health department as required by the agreement with that department.

Reports To: Coordinator of EH/CI Team

Consultant: Crisis Intervention Team

A CIT consultant serves as a special education consultant in the offering of services to EH students in crisis. Activities such as attending frequent other agency treatment meetings, interfacing with CCSD staff and other agencies, writing complicated IEPs are conducted. This consultant must often negotiate with other state and local agencies for services.

Reports To: Coordinator of EH/CI Team

Consultant: Crisis Intervention Team

Another CIT consultant serves as a psychologist to students who are in crisis. Activities include conducting extensive evaluations of EH students, counseling with students and parents, making intervention and placement recommendations, sitting on appropriate treatment and placement committees, being prepared for possible confrontations from Protection and Advocacy, monitoring the progress of students placed in more restrictive settings.

Reports To: Coordinator of EH/CI Team

Coordinator of Programmatic Audit/Curriculum

The coordinator of programmatic audit/curriculum supervises internal special education audit activities and the development of special education curriculum. The audit activities include the monitoring of special education counts and records required by local, state and federal regulations. This coordinator works with the preparation for court hearings and special education expulsion cases. Curriculum activities include the coordination of the functional, parallel, vocational and special needs curriculum development for special education.

Reports To: Director of Pupil Personnel Services

Supervisor: Attendance

The attendance supervisor is responsible for: attendance (truancy, expulsion, census, dropout) reports required by the district or SDE; coordination of in-service to attendance supervisors; taking truancy cases to court when needed; working with intervention strategies to prevent students from dropping out. This supervisor also works directly with one PPS team as an attendance supervisor.

Reports To: Coordinator of Programmatic Audit/Curriculum

Coordinator of Guidance

The coordinator of guidance is responsible for: preparing in-service for counselors; monitoring the Counselor Performance Appraisal Instrument; assisting administrators with their guidance program development; assisting in the writing of Guidance by Objectives required by the DMP; orienting new counselors to the guidance programs; provide input to principals on the selection of guidance personnel.

Reports To: Director of Pupil Personnel Services

Supervisor: Health Services

The health services supervisor is responsible for: preparing in-service for nurses and nurse assistants; keeping up with new medical developments; coordinating the homebound program; working with district personnel in medical crisis situations; working with district and agency personnel in health prevention, intervention and treatment activities.

Reports To: Coordinator of Guidance

Consultant: Guidance/Substance Abuse

The guidance substance abuse consultant is responsible for: developing and implementing a comprehensive K-12 substance abuse prevention program; working with counselors in guidance and substance abuse activities.

Reports To: Coordinator of Guidance

SUMMARY AND CONCLUSIONS

An analysis has been conducted at the Division of Curriculum and Instruction for the purpose of assessing the current organizational structure as it serves the educational needs of the Charleston County School District. The organizational analysis focused on the ability of the organization to be educationally sound, organizationally efficient and cost effective. The findings of the analysis has resulted in a recommendation for a new organizational structure that redefines roles and responsibilities within the division. The proposed reorganization plan will result in the following:

I. Educational Impact:

- Added instructional support for building level instructional leaders.
- Maximized coordination and articulation across grade levels and among departments and subject areas.
- Increased accountability for student performance.
- Improved quality of instruction through more effective use of state and federal funds.
- Intensified commitment to writing across the curriculum.
- Renewed emphasis on the importance of fine arts in the curriculum.
- Integrated comprehensive health curriculum in science and other disciplines.
- Increased accountability in Chapter I and EIA instructional strategies and learner outcomes.
- Improved support services to Chapter I teachers and students.
- Expanded coordination of pupil personnel services to special needs students.
- Subsumed PET into the overall program for instructional effectiveness.

II. Organizational Impact:

- Increased school and field based emphasis by district personnel.
- Redefined roles and responsibilities to better meet the educational priorities of the school system.
- Utilized current personnel based on skills, talent and expertise.
- Redirected responsibilities for curricular and instructional supervisors.
- Strengthened accountability for program planning, implementation and evaluation.
- Expanded capability to modify organization as future educational needs or financial demands dictate.

III. Financial Impact:

- Increased cost savings in the general operating fund.
- Added efficiency and cost effective use of state and federal funding sources.
- Expanded future savings.

ADDITIONAL SAVINGS

Reorganization efforts provide not only an opportunity to redeploy people and positions, but an opportunity to rethink traditional practices within the organization. This analysis has provided the key personnel within the Division of Instruction an opportunity to assess some of the current services that we provide in light of current educational thought, our educational practices and the economics of the times. Several suggestions are detailed below.

SPEECH CLINICIANS

Item: Reduce by 4 the number of locally funded speech clinicians to a total of 41 local positions in 1989.

A total of 45 local positions were approved for FY 1988; four of these positions, however, were not filled.

The reorganization effort, the shortage of trained speech therapist and the needs of the district have given cause to reassess the strategies for providing speech services in Charleston County School District. In this analysis there are two methods that appear to be cost effective while still providing required services as outlined in the students' individual education plans. These are:

1. To assign the clinician for communication disordered classes half time to the three Communication Disordered classes instead of full time so that they can provide services to additional students, thereby allowing more students to receive the services of these highly skilled clinicians.
2. Continue to provide services at the present level.

The net result of these two measures will be the reduction of four locally funded speech clinicians. Reducing the number of positions will be accomplished by not filling existing vacancies.

COST SAVINGS: \$97,572

SPECIAL EDUCATION ASSISTANTS

Item: Reduce by 45 the number of special education assistants.

While reviewing state requirements in light of the division reorganization, it became evident that cost saving measures having minimal impact on instruction could be instituted. A total of 111 locally and federally funded positions, primarily in the learning disability area, are not required by the Defined Minimum Program (DMP) requirements.

After assessing the degree of the needs of Learning Disabled students it has been found that classes can be divided into three categories of need:

1. Classes where a teacher assistant is essential.
2. Classes where a teacher assistant is desirable.
3. Classes that can effectively operate without a teacher assistant.

It is estimated that 45 teacher assistant positions could be eliminated from local funding while still providing adequate services to and complying with the requirements stated in the individual education plans of the groups of students listed above. It should also be noted that bus drivers who serve as teachers assistants will not be affected by this reduction.

COST SAVINGS: \$342,000